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Forty-nine research reports published between 1947 and 1968 are listed and annotated for researchers interested in status projections of rural youth. The annotations are designed to point out areas of conflicting findings, unresearched problems, weaknesses in method, and areas of agreement in past findings. The entries are indexed by content and author. A bibliography is also provided of other relevant publications, papers, and theses emanating from the Texas Experiment Station at Texas A & M University. (DK)

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Educational Status Projections of Rural Youth:

Annotations of the Research Literature

by William P. Kuvlesky - Nelson L. Jacob

departmental technical report number 3

TEXAS AGRICULTURAL EXPERIMENT STATION • TEXAS A&M UNIVERSITY
H. O. Kunkel, Acting Director, College Station, Texas

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EDUCATIONAL STATUS PROJECTIONS OF RURAL YOUTH: ANNOTATIONS OF THE RESEARCH LITERATURE

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Departmental Technical Report 68-3

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ACKNOWLEDGMENTS

Although there is widespread recognition of the need for codification and synthesis of findings in the social sciences, support for the considerable investment of time and money required is often difficult to find. Consequently, particular recognition is due the Texas Agricultural Experiment Station, particularly Director Dr. H. O. Kunkel, for providing the support which made this effort possible.*

A number of researchers across the country have given us encouragement and useful assistance in locating and obtaining relevant materials for our efforts. Although it would be impossible to acknowledge all of these men, several are due special recognition. Among these are Lawrence Drabick, Walter Slocum, Archie Haller, John Holland, Robert Ellis, David Gottlieb, Donald E. Super, Richard Rehberg, William Cooley, David Tiedeman, and Kenneth Feldman.

Recognition is also due George Ohlendorf for his assistance in locating a number of these reports and developing the original drafts of several of the annotations included here and to Sherry Wages and Lynne McAndrew for help in locating, preliminary abstracting, and proofing the citations. To Carol Mast who assisted in proofing the abstracts and Annette Alsup who was responsible for proofing and typing of the final drafts, we owe a special vote of thanks.

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INTRODUCTION[1]

Although numerous studies have been done on the educational aspirations and expectations of youth, social scientists have failed to produce a viable theory of how these phenomena evolve or of how these phenomena influence the subsequent status attainments, life satisfactions, and personal and social adjustments of individuals.[2] We assert that this state of affairs is due in no small part to the fact that little has been done to develop the accumulative power inherent in the large body of empirical findings that already exists on educational status projections. There is a definite need for attempts toward codification and synthesis of existing research knowledge in this problem area to provide a firm basis for the development and evaluation of theory and to provide direction for subsequent research.[3]

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[1] This section is a modified and condensed version of the introductory statement given in the first report of this series. William P. Kuvlesky and John Pelham, Occupational Status Orientations of Rural Youth: Annotations and Evaluations of the Research Literature, Texas A&M University, Department of Agricultural Economics and Sociology, Departmental Technical Report 66-3, September, 1966.

[2] The work on occupational status projections has moved closer to this state than that on educational projections. Even so, in evaluating the status of the former, Haller and Miller state, "We do not have a valid theory to explain and predict exactly what occupation a person will enter; we may never have." The Occupational Aspiration Scale: Theory, Structure and Correlates, East Lansing: Michigan Agricultural Experiment Station, Technical Bulletin 695, June, 1962, pp. 34-38.

Over the past four years we have been attempting to facilitate and stimulate action toward this end by locating and selectively evaluating the published research materials existing on various types of status projections of youth. The first stage of our inductively oriented program of work has been to develop relatively complete and comprehensive listings of literature on orientations toward several status areas: education, occupation, income, family formation, and place of residence.[4] This report is the third of a series of reports representing the second stage of this attempt to organize these materials--the development of annotated abstracts of research reports involving the study of occupational and educational status projections of selected types of youth. The first two reports in this series focused on studies of occupational orientations of rural and Negro youth.[5]

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[3] The lack of codification and syntheses of past research on status projections of rural youth is also evident. There is no comprehensive, relatively complete statement of this type in existence. On the other hand, there have been several attempts to pull together limited sets of research findings on educational aspirations and expectations of rural youth. See for instance: Lee G. Burchinal, *et. al.*, *Career Choices of Rural Youth in a Changing Society*, Minneapolis: Minnesota Agricultural Experiment Station, NCRP 142, 1962, and William H. Sewell and Archibald O. Haller, "Educational and Occupational Perspectives of Farm and Rural Youth" in *Rural Youth in Crisis: Facts, Myths and Social Change* (Ed. by Lee G. Burchinal), Washington, D. C.: U. S. Department of Health, Education, and Welfare, Welfare Administration, 1965.

[4] Kuvlesky and Ohlendorf, *A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations*, Texas A&M University, Department of Agricultural Economics and Sociology, Departmental Information Report 67-10, September, 1967. Ohlendorf, Wages, and Kuvlesky, *A Bibliography of Status Projections of Youth: II. Educational Aspirations and Expectations*, Texas A&M University, Department of Agricultural Economics and Sociology, Departmental Information Report 67-11, September, 1967. Kuvlesky and Ohlendorf, *A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientations*, Texas A&M University, Department of Agricultural Economics and Sociology, Departmental Information Report 67-12, September, 1967.

The overall purpose of this series of annotations is to provide systematically organized collections of research dealing with the status projections of youth as well as brief evaluations of this research. Hopefully, the series will constitute a basis for inductive generalizations and subsequent improvements of conceptual frameworks and methods in the area. The ultimate goal toward which these efforts are aimed is a comprehensive synthesis of relevant empirical efforts.

The abstracts to be presented are deemed useful in and of themselves--in pointing out areas of conflicting findings, indicating unresearched problems, pointing out weakness in methods, making explicit any conceptual confusion and ambiguity that exists, and demonstrating areas of agreement in past findings. At the same time, the abstracts can serve as starting points in selectively grouping available research around specific problem foci for the purpose of more thorough comparative analysis.

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[5] Kuvlesky and Pelham, op. cit. and Kuvlesky and Lever, Occupational Status Orientations of Negro Youth: Annotated Abstracts of the Research Literature, Texas A&M University, Department of Agricultural Economics and Sociology, Departmental Technical Report 67-2, June, 1967.

Selection Procedures

Given the difference in selective focus, the format and procedures utilized here are generally the same as those developed for the first two reports on occupational orientations of rural and Negro youth. Consequently, the abstracting procedures, analytical framework, organization of material, and the indexing procedures will be described only briefly here.

As stated above, the research studies included in this report have been selected on the basis of a consideration of educational status projections of rural youth.[6] Educational status projections are defined as projections by individuals of their potential or probable attainment of future positions within the structure of existing educational statuses. Such projections may be oriented in terms of desire or in terms of anticipation of attainment. Projections in terms of desire are termed *educational aspirations* and projections in terms of anticipation of attainment are called *educational expectations*. In other words, an educational status which an individual desires to attain is his aspiration; the educational status he expects to attain is his expectation. For a given individual, any divergence from his aspiration noted in his expectation is termed anticipatory goal deflection.[7] For example, both a youth desiring a graduate degree but expecting only to complete a normal four-year college degree and a youth desiring only high school graduation but anticipating entering college demonstrate anticipatory deflection. While anticipatory deflection is most often negative, with expectations having lower social ranks than goals, in some cases it may be positive in direction. Variation in the orientation elements (as opposed to the status object) of status orientations--i.e., intensity of desire in reference to aspiration and degree of certainty in reference to expectation--has been ignored in past research for the most part. Consequently, in these annotations we place particular emphasis on studies that have attempted to examine the orientation elements of both aspirations and expectations. The research efforts abstracted here examine one or more of the above-mentioned dimensions of educational status orientations and their reported relationships to other variables.

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[6] The conceptual framework briefly outlined here is developed in more detail in Kuvlesky and Pelham, *op*. *cit*.

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[7] This idea, anticipatory goal deflection, has been developed in more detail in a paper by the senior author of this report, "The Social-Psychological Dimensions of Occupational Mobility," Proceedings of the National Vocational-Technical Seminar on Occupational Mobility and Migration, Raleigh: The Center for Research, Training, and Occupational Education, North Carolina State University at Raleigh, April, 1966, pp. 13-14. For empirical demonstrations of the utility of this idea, see Kuvlesky and Ohlendorf, "A Rural-Urban Comparison of the Occupational Status Orientations of Negro Boys," Rural Sociology, 33 (June, 1968), pp. 141-152 and Ohlendorf and Kuvlesky, "Racial Differences in the Educational Orientations of Rural Youth," Social Science Quarterly, forthcoming September, 1968.

Abstracting Procedures

The research studies selected were abstracted in reference to several categories of information as follows:

1. Bibliographic citation.
2. Location and date of study.
3. Respondents: Number and general characteristics of respondents, including sex, age, race, and residence.
4. Objectives: A statement of the foci of the study which are relevant to an examination of educational status orientation elements.
5. Results: A selective summary of those findings and conclusions which are relevant in terms of educational status projections. Included, in some cases, are observations which were not explicitly reported as findings, but which could be derived from the data presented.
6. Remarks: A critical commentary on the research study, focusing on methods used to indicate and measure orientation elements and an evaluation of the special significance of the findings.

Symbols are used in the annotations to indicate respondent characteristics. The meaning of these are self-evident in reference to sex (M, F) and color or race (W, N). In reference to place of residence, the following symbols are used: R=rural, U=urban; also, the symbols M and NM are used for metropolitan and nonmetropolitan areas, respectively. Age is either indicated in years or, more commonly, by school grade.

Organization of the Report

The annotations are grouped into several major sections on the basis of place of residence criteria as follows:

(A) FARM YOUTH: Includes all studies concerned solely with rural farm youth.

(B) FARM-NONFARM COMPARISONS: Includes all studies giving farm-nonfarm comparisons. In some cases the nonfarm grouping is rural and in others it is either a combination of rural and urban or only urban.

(C) RURAL YOUTH: Includes studies that indicate a focus on rural youth but do not treat farm-reared youth as a separate category. A number of studies in this section involve aggregate descriptions of youth from rural, (or predominantly rural) collective units--schools, counties or areas.

(D) RURAL-URBAN COMPARISONS: Includes all studies giving a comparison of rural and urban youth, except for farm-nonfarm comparisons (these were placed in (B) above).

The abstracts are numbered serially within each part of the report. Each abstract is assigned a letter-number designation; the letter indicating the section of the report in which it is included and the number indicating its serial position in the relevant section.

In addition, we have provided a "Content Index" to facilitate the selective use of the annotations; and, in the last section of the report, we have provided a listing of other relevant research reports that have evolved from our research efforts in conjunction with the Texas Agricultural Experiment Station.

CONTENT INDEX OF ANNOTATIONS

To facilitate selective use of the abstracts we have included the following content index which provides a breakdown of the pertinent information included in each study. The index consists of a "Locating Key," "Time and Place of Study," "Status Projections," "Additional Variables Considered," and a residual column titled "Other," the latter including variables not classifiable under any of the previous categories.

The "Locating Key" includes the index number designation for each abstract, and the page number of the report in which the abstract is found. "Time and Place of Study" is self-explanatory, except that for studies which did not report the date of research, a question mark is entered. Following is a list of abbreviations used in the content index, and the meaning of each:

A - Aspirations
E - Expectations
AD - Anticipatory deflection
Psy - Psychological variables*
SocP - Social participation**
SES - Socio-economic status***

Fam - Family
M - Male
F - Female
W - White
N - Negro
Sch - School-academic

*Includes such variables as interests, values, and intelligence.

**Includes such variables as membership in youth clubs, church attendance, and civic participation.

***Includes such variables as income level, parents' occupational level, parents' educational level, and social class.

CONTENT INDEX

Locating Key		Date and Place		Status Projections			Additional Variables Considered									
											SEX		RACE			
Index No.	Page No.	Date	Place	A	E	AD	Psy	Soc P	SES	Fam	M	F	W	N	Sch	Other*
A-1	14	1948	Wis.		X		X				X					OE
A-2	15	1957	Mich.	?			X				X					OE
A-3	16	1957	Wis.		X		X				X					OE
A-4	17	1959	Iowa	X	X		X		X		X					OE
A-5	18	1962	U.S.	X	X					X	X	X	X	X		Region
B-1	20	1951	Minn.		X		X		X		X	X				
B-2	21	?	Minn.		X		X				X	X				
B-3	22	1952	Wash.		X						X					
B-4	23	1959	U.S.		X				X		X	X	X	X		
B-5	24	1958	Mich.		X		X		X		X	X				OE
B-6	25	1964	South		X		X		X	X	X	X	X	X		OE
B-7	26	1957	Wash.		X		X			X	X	X				OA
B-8	27	1957	Mich.	?					X		X					
B-9	28	1948	Wis.	?			X				X	X				

*OE and OA refer to occupational expectation and aspirations respectively.

CONTENT INDEX (Con't.)

Locating Key		Date and Place		Status Projections			Additional Variables Considered									
											SEX		RACE			
Index No.	Page No.	Date	Place	A	E	AD	Psy	Soc P	SES	Fam	M	F	W	N	Sch	Other
B-10	29	1947	Wash.		X					X	X	X				
B-11	30	1963	Ill.		X		X	X	X		X	X			X	Age, OA
B-12	31	1963	Ill.	X	X		X		X		X	X				OA
B-13	32	1965	Mo.		X		X	X	X	X	X				X	
B-14	33	1960	U.S.		X						X	X	X	X	X	Col. Attend.
B-15	34	1960	Col.		X				X		X	X				Age, OE
B-16	35	1959	Ky.	X	X				X		X	X			X	Dropouts
B-17	36	1957	Wis.		X		X		X		X	X			X	Col. Attend.
B-18	37	1964	Canada	X			X		X	X	X	X			X	
B-19	38	1964-5	Canada		X				X		X	X				Attainment
B-20	39	1964	Canada	X					X		X	X				
B-21	40	1965	Wash.	X	X		X		X		X	X			X	OE
B-22	41	1954	Wash.	X	X		X	X	X		X	X				
B-23	42	1954	Wash.	X	X		X	X	X	X	X	X				
B-24	43	1957	Ky.		X		X		X		X	X			X	Dropouts

CONTENT INDEX (Con't.)

Locating Key		Date and Place		Status Projections			Additional Variables Considered									
											SEX		RACE			
Index No.	Page No.	Date	Place	A	E	AD	Psy	Soc P	SES	Fam	M	F	W	N	Sch	Other
C-1	45	1961	Va.		X			X	X	X	X	X				
C-2	46	1960	Utah	X			X	X	X	X	X	X			X	
C-3	47	1960	Utah	X	X		X	X	X	X	X	X				OE
C-4	48	1961	Utah	X	X						X	X				
C-5	49	1961	Tenn.		X				X	X	X	X				
C-6	50	1966-7	Texas	X	X	X	X				X		X			Mex.-Amer., Strength, and Certainty
C-7	51	?	Ill.	X			X			X	X	X				OE
C-8	52	1960	Mo.	X	X	X	X		X		X	X				Strength and Certainty
C-9	53	1966	Texas	X	X	X	X				X	X	X	X		
C-10	54	1958	N.Y.	X	X		X				X	X				Strength and Certainty
C-11	55	1964	Wash.	X	X	X					X	X			X	Age
C-12	56	?	Southeast		X				X	X	X	X				Financial Assist.

CONTENT INDEX (Con't.)

Locating Key		Date and Place		Status Projections			Additional Variables Considered									
											SEX		RACE			
Index No.	Page No.	Date	Place	A	E	AD	Psy	Soc P	SES	Fam	M	F	W	N	Sch	Other
C-13	57	1961	N.C.		X				X	X	X	X				Parental expects.
C-14	58	1962	Fla.		X						X	X	X	X	X	Attainment
D-1	60	1962	Canada						X			X			X	
D-2	61	?	N.C.		X		X		X		X	X	X	X		
D-3	62	1964	Canada	X			X	X	X		X	X			X	Teacher infl.
D-4	63	1965	Canada	X					X		X					
D-5	64	1955	Fla.	?			X				X	X	X	X		
D-6	65	1964	Canada	X			X		X	X	X	X				Religion

ANNOTATIONS AND EVALUATIONS

PART A: FARM YOUTH

This section contains the annotations of reports of five studies of which only one, a national study, includes information on females. Four of the five studies were done in the Midwest between 1947 and 1959. All of the four state investigations were concerned with determining how planning to farm is related to level of educational status projections. All of the studies involve farm-reared boys in late adolescence.

A-1

Haller, A. O. "The Influence of Planning to Enter Farming on Plans to Attend College," Rural Sociology, 22 (June, 1957), pp. 137-141.

WISCONSIN (1947-1948)

RESPONDENTS

No.: 565	Selection: One-sixth random sample of all high school seniors in the state.
Sex: M	
Age: Grade 12	
Residence: Farm	

OBJECTIVES: To test the hypothesis that plans to farm tend to have a depressing effect on college plans, regardless of IQ.

RESULTS: Plans to farm tended to have a depressing effect on plans to attend college, regardless of IQ, although this relationship was stronger among the "high" than "low IQ" group. Also, IQ taken alone was found to be positively related to college plans.

REMARKS: College planners were those who "definitely planned" to attend a four-year degree granting institution and were able to name that institution. The inclusion of the requirement for naming the institution makes this a more stringent definition of college expectation than is used in most similar studies and should be considered in comparing the findings of this study with those of other studies.

Although the author gave little attention to the relationship of IQ to college plans, IQ appeared to be more strongly related to college plans than was intention to farm. In fact the following observations support the proposition that the association observed between plans to farm and college plans may be in part explained by IQ: (1) Plans to farm and IQ were negatively related; (2) the relationship of IQ to college plans is considerably stronger among the nonfarm planners than those planning to farm; and (3) the higher the IQ, the stronger the negative relationship between plans to farm and plans to attend college.

A-2

Haller, A. O. "The Occupational Achievement Process of Farm-Reared Youth in Urban-Industrial Society," Rural Sociology, 25 (September, 1960), pp. 321-333.

MICHIGAN: Lenawee County (Spring, 1957)

RESPONDENTS

No.:	109	Selection:	The sample represents approximately 70 percent of the county's 17 year-olds that were still in school.
Sex:	M		
Age:	17		
Residence:	Farm		

OBJECTIVES: To investigate how farm boys planning and not planning to enter farming differ by level of "educational aspiration" and education believed to be necessary for farm youth.

RESULTS: Boys planning to farm had considerably lower relative levels of college or university educational "aspiration" than did those not planning to farm. The boys not planning to farm generally agreed that a college education was necessary for a farm boy not planning to farm, while the group planning to farm generally believed that a farm boy did not need a college education, regardless of whether or not he planned to farm.

REMARKS: Because educational orientation was not the prime concern of this article, the author does not provide detailed information on instruments used to obtain responses indicating educational aspiration or tabular presentations of observations. Further compounding this difficulty, the terms "aspiration" and "future plans" are used interchangeably in referring to the same data. In another report, (see Haller and Wolff, p. 27 of this report), using data from the same study, the author indicates that "educational aspirations" were measured by the number of years of college or university education expected.

It is also important to note that about one-half of the respondents' fathers were part-time farmers.

A-3

Haller, A. O. and W. H. Sewell. "Occupational Choices of Wisconsin Farm Boys," Rural Sociology, 32 (March, 1967), pp. 37-55.

WISCONSIN (1957)

RESPONDENTS

No.:	932	Selection:	Taken from a one-third random sample of all Wisconsin seniors in 1957.
Sex:	M		
Age:	Grade 12		
Residence:	Farm		

OBJECTIVES: To test the hypothesis that plans to farm tend to have a depressing effect on the stress placed on education as a means to higher occupational achievement.

RESULTS: Although plans to enter professional and executive occupations were positively related to stress on education, findings did not support the hypothesis that plans to farm have a depressing effect on the importance placed on education. Those planning to enter professional and executive occupations scored significantly higher on stress placed on education as a means to occupational achievement as compared with those intending to farm. However, the farm planners did not differ significantly from respondents planning on blue-collar and lower prestige white-collar jobs.

REMARKS: The instrument used to elicit "college plans" was not described. Indicators of stress on education were "college plans," willingness to borrow money for college, application for scholarships, interest in and type of high school curriculum, and "perceived value of college."

The finding that plans to farm and plans to enter lower prestige blue-collar and white-collar jobs are similarly associated with a low stress on education for occupational mobility is of particular significance for it indicates that the perceived value of education may be related to its perceived utility for anticipated jobs. However, the author remarked that some 15 percent of the high school students dropped out of school before their senior year. It is likely that a large percentage of the dropouts were planning to farm. Therefore, inclusion of the dropouts in the analysis might have differentiated farm planners from those planning blue-collar and lower white-collar occupations.

A-4

Kaldor, D. R.; E. Eldridge; L. G. Burchinal; and I. W. Arthur. *Occupational Plans of Iowa Farm Boys*. Ames: Iowa Agricultural Experiment Station, Research Bulletin 508, September, 1962.

IOWA (Spring, 1959)

RESPONDENTS

No.: 870
Sex: M
Age: Grade 12
Residence: Farm

Selection: One-sixth sample of the state's farm seniors, drawn from 116 high schools in towns or communities of less than 25,000 population.

OBJECTIVES: To investigate the relationship of educational aspirations and expectations of farm boys to plans regarding farming, family net worth, and availability of trade schools within commuting distance.

RESULTS: Regardless of family net worth, boys planning nonfarm careers were more likely to both prefer and expect to continue their education beyond high school than the farm-plan group. Twenty-four percent of the farm planners, as compared to 68 percent of the nonfarm planners were anticipating additional education and/or training. A greater proportion of the nonfarm than farm group expected to go either to college or trade school. The preferences of the two groups did not differ significantly from their plans. Although it was reported that a small number of youth desired trade school training, it was also reported that approximately half of both groups would be interested in attending a post-high school trade or technical school if one were located within driving distance of the respondent's home.

Findings revealed a weak, positive relationship between family financial resources and plans to attend college.

REMARKS: The fact that plans and preferences regarding post-high school training did not differ within each group is unusual in comparison with results of other studies. The finding that some one-half of the boys would be interested in attending a trade school under certain conditions appears to indicate a greater interest in post-high school training than revealed by the preference instrument. The preference question may have underevaluated level of aspiration among the respondents because it included as one of the structured responses to a question asking what they "would like" to do after high school, "go to work at a job you like." The authors point out that students desiring to further their education while working may have selected this response.

A-5

Moore, E. J.; E. L. Baum; and R. B. Glasgow. Economic Factors Influencing Educational Attainments and Aspirations of Farm Youth. Washington, D. C.: U. S. Department of Agriculture, Economic Research Service, Agricultural Economic Report No. 51, April, 1964.

UNITED STATES: 30 States (1962)

RESPONDENTS

No.: 162,304 Sex: M, F Age: Grade 12 Race: W, N Residence: Farm	Selection: Seniors residing on farms were selected from 339 Census regions included in the June, 1962, Enumerative Survey.

OBJECTIVES: To investigate regional differences in the educational aspirations and expectations of Negro and white farm youth.

RESULTS: Over ninety percent of all sex-race groupings desired to continue their education beyond high school. Among the whites, proportions desiring to continue their education were high in all regions, except in the Mountain and Pacific Regions, where proportions ranged between 33 and 78 percent. Among the nonwhite respondents, who were restricted largely to the Southern regions, proportions ranged from 85 to 100 percent.

According to the youths' parents, 58 percent of their children were planning to continue training beyond high school, the girls in slightly greater proportions than the boys and the nonwhites in slightly greater proportions than whites.

REMARKS: The authors do not explicitly indicate who the informants were; however, we infer from the fact that Census data were used and from several of their statements that parents provided all the information on youth aspirations and plans. In addition, the instruments used to elicit responses were not given. The questions posed by these deficiencies hinder the usefulness of the reported findings for comparative purposes.

PART B: FARM-NONFARM COMPARISONS

This section contains annotations of twenty-four reports describing results of studies involving farm-nonfarm comparisons. The studies included in this section encompass a range of time stretching from 1950 through 1965 in a broad geographical area including a study of the Southern region, a national study, and several studies done in Canada. Most of these studies include both males and females and four give racial comparisons. Almost all of them focus on eleventh or twelfth grade students and only one involves college youth. It should be noted that findings describing the farm segments of the study populations included in these reports can be utilized in conjunction with those studies reported in Part A for the comparative analysis of farm youth.

B-1

Berdie, R. F. "Why Don't They Go to College?" The Personnel and Guidance Journal, 31 (March, 1953), pp. 352-356.

MINNESOTA (1950-1951)

RESPONDENTS

No.: 24,892
Sex: M, F
Age: Grade 12 (1950)
Residence: NM (Farm and Nonfarm), M

Selection: Approximately 95 percent of all seniors in the state in 1950.

OBJECTIVES: To investigate factors related to post-high school educational plans, with particular emphasis placed on residence and socio-economic and "cultural status."

RESULTS: The metropolitan respondents were slightly more likely to plan on college than nonfarm respondents. The farm respondents were least likely to plan on attending college. Of the metropolitan and nonfarm groups, boys were more likely to plan on college than girls. The opposite was found for the farm residents.

Both academic ability of the student and occupational status of the father were positively associated with college plans. The positive relationship of family economic status was largely confined to students of lower ability. Cultural status was generally found to be more influential than economic status relative to college plans. With occupational level held constant, parental educational level was found to be positively related to college plans.

REMARKS: "Plans" apparently represented short-range expectations. In a follow-up study of a random sample of the respondents one year later, 74 percent of the college planners had actually attended college.

"Cultural status," or cultural level, was a composite measure of number of books and magazines in the home and educational level of parents. The author implies that educational level of mothers is more strongly related to the youths' college plans than is father's educational level.

B-2

Berdie, R. F. and A. B. Hood. "Personal Values and Attitudes as Determinants of Post-High School Plans," *The Personnel and Guidance Journal*, 42 (April, 1964), pp. 754-759.

MINNESOTA (Date not given)

RESPONDENTS

No.: 27,285
Sex: M, F
Age: Grade 12
Residence: NM (Farm and Nonfarm), M
Selection: Approximately three-fifths of a 97 percent sample of all seniors in the state.

OBJECTIVES: To investigate differences in college plans by sex and residence and to investigate differences in conformity and social relations between college and job planners.

RESULTS: Metropolitan residents were the most likely, and farm residents the least likely to plan for college. Some seven-tenths of the metropolitan, two-thirds of the nonfarm, and three-tenths of the farm respondents planned to attend, the boys in greater proportions than girls except among the farm respondents, among whom the reverse was true. College planners, more often than job planners, saw themselves as being sociable and conforming to accepted behavior standards.

Among a selected group (top 17 percent on college aptitude from relatively low socio-economic groups), 84 percent of the boys and 64 percent of the girls planned to attend college, which suggests a strong positive relationship between aptitude and college plans.

REMARKS: The post-high school plans instrument was not given. Plans were apparently short-range, concerned with the period immediately following high school. Analysis was confined to those either planning for college or a job, with no indication given of other possible alternatives.

Although most studies have shown that, among farm youth, girls are more likely than boys to plan for college, the differences are usually small. Consequently, the large difference in proportions of farm boys and girls planning for college in this sample is particularly noteworthy.

B-3

Case, H. M. "College as a Factor in Occupational Choice: A Study of Different Perceptions by Farm and Nonfarm Youth," *The Journal of Educational Sociology*, 30 (December, 1956), pp. 191-199.

WASHINGTON (1952)

RESPONDENTS

No.: 741
Sex: M
Age: College
Residence: Farm, Nonfarm
Selection: The male segment of the 33 percent of the student body of the State College of Washington who responded to the research questionnaire.

OBJECTIVES: To investigate the relationship of residence to educational plans.

RESULTS: Over 90 percent of both groups were planning to complete college, the nonfarm residents in slightly greater proportions than the farm residents. Also, slightly more nonfarm (33 percent) than farm (26 percent) boys planned to take graduate work. Among those planning to take graduate work, greater proportions of the nonfarm than farm boys had made definite educational plans. Other findings related to the students' plans were: more farm than nonfarm boys believed they could be happy on a job not requiring college preparation, felt college grades in relation to future jobs were not really important, and claimed enjoyment only for courses which were vocationally oriented.

REMARKS: The author did not describe the instrument used to elicit plans. Also, proportionately more of the farm than nonfarm boys were college freshmen, which may have some bearing on results of the analysis.

B-4

Cowhig, J. D. and C. B. Nam. "Educational Status, College Plans, and Occupational Status of Farm and Nonfarm Youths: October, 1959," Farm Population. Washington, D. C.: U. S. Department of Agriculture, Economic Research Service, Census Series - ERS (P-27), No. 30, August, 1961.

UNITED STATES (October, 1959)

RESPONDENTS

No.: 2,058
Sex: M, F
Age: Grade 12
Race: W, N
Residence: R-Farm,
R-Nonfarm, U

Selection: Sample of civilian U. S. population (except Alaska and Hawaii), excluding inmates of institutions.

OBJECTIVES: To examine the relationship of college plans to sex, place of residence, race, and social class (occupation of head of household and family income).

RESULTS: About one-half of all respondents definitely planned to attend college, boys in slightly greater proportions than girls, and urban and rural-nonfarm in greater proportions than rural-farm residents. A slightly greater proportion of the white (48 percent) than Negro (40 percent) respondents were planning for college. Both level of occupational status of household head and family income were positively related to college plans. Among the respondents having highest family income, equal proportions of all residence groups were planning for college. In comparison with other respondents, more rural-farm youth were undecided regarding college plans.

REMARKS: This study is somewhat unique in being one of the very few relevant studies employing a national sample. However, its utility is limited by the authors' failure to report the results of any statistical analysis. It is also unclear whether the responses used were obtained from the youth or their parents; in a subsequent publication, the authors indicated that the mother or other responsible individual furnished the information.

B-5

Cowhig, J.; J. Artis; J. A. Beegle; and H. Goldsmith. *Orientations Toward Occupation and Residence: A Study of High School Seniors in Four Rural Counties of Michigan*. East Lansing: Michigan Agricultural Experiment Station, Special Bulletin 428, 1960.

MICHIGAN: Clare, Gladwin, Missaukee, Osceola Counties (Spring, 1958)

RESPONDENTS

No.: 545
Sex: M, F
Age: Grade 12
Residence: R-Farm, R-Nonfarm

Selection: All but one high school in the all-rural, four-county area.

OBJECTIVES: To examine educational expectations by sex, place of residence, and social class (SES).

RESULTS: Greater proportions of the open-country and village than farm residents were planning to attend college. Also, alightly greater proportions of boys than girls intended to enter college. Level of father's education was positively related to college plans. Proportions planning college attendance ranged from 18 percent of those whose fathers had less than five years of education to over 50 percent of the children of college attenders. Neither father's occupation nor family income were significantly related to the college plans of the youth.

Generally, educational plans were positively related to occupational plans of the youth. Some 90 percent of the youth planning a professional career, as compared to almost none who were planning farming anticipated college attendance.

REMARKS: The instrument used for eliciting college plans was not reported--the author refers to "plans to attend college."

Educational attainment of father and occupational plans of the youth appeared to be more strongly related to college plans than were sex and residence. The finding of no significant relationship between father's occupation and college plans contradicts most past research. However, the author failed to report procedures used in obtaining this finding, making it difficult to judge its validity. The lack of an observed relationship between family income and plans for college is also surprising and might be explained by the fact that income information was obtained from the students.

B-6

Cramer, M. R.; C. E. Bowerman; and E. Q. Campbell. *Social Factors in Educational Achievement and Aspirations Among Negro Adolescents*. Volume II: *Survey Study*. Chapel Hill: University of North Carolina, Institute for Research in Social Science, Cooperative Research Project No. 1168, 1966.

NORTH CAROLINA, VIRGINIA, ALABAMA, and MISSISSIPPI (1963-1964)

RESPONDENTS

No.: 15,878
Sex: M, F
Age: Grades 9-12
Race: N, W
Residence: Farm, R-Nonfarm, U

Selection: About 85-90 percent of Negro and 20-25 percent of white students from four counties selected from each state to represent extremes in educational performances.

OBJECTIVES: To investigate the relationships of a number of attributes of family and school experience to educational plans of Negro and white youths in the South.

RESULTS: Urban residents were most likely and small farm residents were least likely to plan for college. Slightly greater proportions of the whites than Negroes and males than females were planning for college. Greater proportions of Negroes than whites planned post-high school technical and vocational training. Racial differences were reduced considerably when father's occupational status was controlled. Racial differences by sibling location were reported: the youngest child in Negro families was most likely to plan on college while older and middle children in white families were most likely to do so. College planners were more likely than noncollege planners to come from democratic and permissive homes, characterized by harmony of interpersonal relations, and relatively small in numbers. Also educational plans tended to resemble the wishes of parents, plans of best friends and schoolmates, and educational achievement of siblings. College plans were also positively associated with measures of occupational expectations, self-confidence and perceived value of own efforts, and intended migration. The more popular students and student leaders were more likely to plan for college than others.

Differences related to place of residence, family stability, size of family, and relations with parents were largely explainable on the basis of other variables.

REMARKS: The number of variables examined in this report are too many to permit detailed consideration in this abstract. A major general conclusion that can be derived from this report is that racial differences are greatest among the most advantaged respondents.

B-7

Edlefsen, J. B. and M. J. Crowe. *Teen-Agers' Occupational Aspirations*. Pullman: Washington Agricultural Experiment Station, Bulletin 618, July, 1960.

WASHINGTON (March, 1957)

RESPONDENTS

No.: 3,751
Sex: M, F
Age: Grades 7-12
Residence: R (Farm, Town, Open Country)

Selection: All students present the day the questionnaire was submitted in the Dayton, Kelso, Highline, and Longview School Districts.

OBJECTIVES: To investigate the relationship of college plans to place of residence, sib position, sex, and occupational aspirations.

RESULTS: More than one-fourth of the respondents were undecided about college plans. No consistent relationship was observed between college plans and school district, place of residence or sex. In all cases, the likelihood of planning for college was negatively related to number of siblings. Generally, the oldest child and the "only" child were more likely to plan for college and more certain of college plans than the "in between" child.

A positive relationship was observed between level of preferred occupation and college plans. Some three-fourths of the respondents who preferred the higher and middle status occupational positions reported plans to attend college. Also, interest in school work was positively related to plans for college.

REMARKS: Although the college plans instrument was not given, the authors reported that only those responses indicating *certainty* were considered to have college plans. The relatively large proportions that were undecided about their college plans may be due to the inclusion of seventh and eighth grade students in the study.

B-8

Haller, A. O. and C. E. Wolff. "Personality Orientations of Farm, Village, and Urban Boys," Rural Sociology, 27 (September, 1962), pp. 275-293.

MICHIGAN: Lenawee County (Spring and Summer, 1957)

RESPONDENTS

No.:	431	Selection:	The sample represents about 88 percent of the total population of 17 year-old boys in the county. Only students were included in the sample.
Sex:	M		
Age:	17		
Residence:	R-Farm, R-Nonfarm, U		

OBJECTIVES: To investigate the association of residence and socioeconomic status (SES) with college aspiration levels (as measured by Haller's OPMY) of high school youth.

RESULTS: The urban youth had significantly higher college aspiration scores than the rural youth. The farm and rural nonfarm (village) respondents had very similar aspiration scores. A positive relationship was observed between SES and level of educational "aspirations."

REMARKS: SES was based on a modification of Sewell's Socio-Economic Status Scale, with only the lower and middle classes used in the analysis. The author did not describe the indicators of "college aspirations levels." It appears that expectations were elicited, in that "college aspiration levels" were based on Haller's OPMY (Occupational Plans of Michigan Youth), which asks the number of years of college expected.

B-9

Haller, A. O. and W. H. Sewell. "Farm Residence and Levels of Educational and Occupational Aspiration," The American Journal of Sociology, 62 (January, 1957), pp. 407-411.

WISCONSIN (1947-1948)

RESPONDENTS

No.: 5,170
Sex: M, F
Age: Grade 12
Residence: Farm, Nonfarm (R and U)

Selection: Random sample of one-sixth of the seniors enrolled in public and private schools in the state.

OBJECTIVES: To present data testing Lipset's hypothesis that farm youth have lower educational "aspirations" than nonfarm youth, controlling for IQ.

RESULTS: Although both nonfarm boys and girls had higher educational "aspirations" than their farm counterparts, with intelligence controlled, the relationship remained consistent and significant only for boys. Differences in educational "aspirations" of boys by place of residence were most significant among the "low" and "middle" IQ groups.

REMARKS: It is questionable whether this study represents a valid test of Lipset's hypothesis, since the indicator elicited expectations, not aspirations. Those planning to attend a four-year college-level institution were coded as having high "aspirations." All other responses were coded as low "aspirations." The Henmon-Nelson Test of Mental Maturity was used to classify respondents by IQ into three groups of equal size: low (IQ: 57-106); middle (IQ: 106-114); and high (IQ: 114-139).

Although the authors did not stress differences in "aspirations" by sex and IQ taken individually, it is of interest to note that more boys (52 percent) than girls (39 percent) had college "aspirations." Also, IQ was positively related to college "aspirations." Variations in college "aspirations" by IQ were considerably greater than degree of variance by place of residence, strongly suggesting that IQ was more strongly related to college "aspirations" than was place of residence.

B-10

Landis, P. H. Teenage Adjustments in Large and Small Families: Comparisons Within a High School and College Sample in Washington. Pullman: Washington Agricultural Experiment Station, Bulletin 549, April, 1954.

WASHINGTON (1947)

RESPONDENTS

No.: 4,377
Sex: M, F
Age: Grade 12
Residence: R-Farm, R-Nonfarm, U (Town, Small City, Metropolis)
Selection: One-third of the state's graduating seniors in 1947.

OBJECTIVES: To investigate the relationship of family size, place of residence, and sex to plans for post-high school education.

RESULTS: Generally, the larger the community of residence, the more likely was the respondent to plan to continue his education. Also, the larger the family, the less likely was the respondent to plan on continuing training beyond high school. Proportions planning to continue ranged from two-thirds of the "only child" respondents to less than one-half of the respondents representing small families (under three). Generally the girls were more likely than boys to plan to continue their education, except among urban families of six or more children, in which case the reverse was true. Among the farm group, greater proportions of girls than boys were planning to continue, regardless of family size. A consistent, positive relationship was observed between family size and the combined proportions of those undecided about continuing training beyond high school and those that would like to do so but thought they would not be able to.

REMARKS: The stimulus question used to elicit plans - "As to plans for continuing my education after high school, I: ..." - indicates expectations. However, the categories used to measure the nature of plans ("will take further training," "would if I could," "am uncertain," and "will not go on") did not clearly delineate levels of expectation. Although the "would if I could" alternative provides a rough measure of anticipatory goal deflection, its combination with "uncertain" in the analysis precludes an examination of anticipatory deflection.

B-11

Lindstrom, D. E. Differences in Academic Capability Between Rural Youth Planning and Not Planning to Go to College. Urbana: Illinois Agricultural Experiment Station, RSM-40, December, 1964.

ILLINOIS: Carroll, Mercer, Marshall, Moultrie, Calhoun, Franklin, Alexander, and Pulaski Counties (1962-1963)

RESPONDENTS

No.:	2,326	Selection:	From 24 rural high schools in eight counties considered representative of all rural counties in Illinois.
Sex:	M, F		
Age:	Grades 11, 12		
Residence:	R-Farm, R-Nonfarm		

OBJECTIVES: To investigate differences in college plans by sex, age, intelligence, aptitude, father's occupation, occupational aspirations, place of residence, school subject preference, and extracurricular participation.

RESULTS: Some two-fifths of the students were planning to go to college--the nonfarm in slightly greater proportions than the farm, and the males in slightly greater proportions than females. Among the nonfarm respondents, college plans were positively related to prestige level of father's occupation.

College plans were positively related to prestige level of occupational aspirations. A majority of the college planners aspired to professional, technical, or managerial occupations; whereas, the noncollege group generally aspired to lower status occupations. College planners scored higher on tests of intelligence, reading and writing skills, and indicated more intensive extracurricular participation than noncollege planners. Academic interests of the noncollege planners tended to center around vocational training, while college planners indicated more interest in arts and sciences.

REMARKS: The author did not describe the instrument used to elicit responses for "plans." It appears that age and college plans are negatively related, although the author's method of presentation of plans by age is rather unclear.

The finding that farm girls were less likely to plan to attend college than were farm boys is of particular interest because it contradicts what has been generally observed in other studies (see reports annotated on pp. 20, 21, 35, and 42 of this report).

B-12

Lindstrom, D. E. "Educational Needs of Rural Youth," *Journal of Cooperative Extension*, 3 (Spring, 1965), pp. 33-41.

ILLINOIS (1962-1963)

RESPONDENTS

No.: 2,326
Sex: M, F
Age: Grades 11, 12
Residence: R-Farm,
R-Nonfarm

Selection: From 24 rural high schools in eight counties considered representative of all rural counties in Illinois.

OBJECTIVES: To investigate college plans by place of residence (farm or nonfarm) and sex and to explore differences between college and noncollege planners.

RESULTS: About half of all boys and a third of all girls were planning to go to college. Nonfarm youth planned on college slightly more frequently than farm youth. College planners more frequently had professional, semi-professional, or managerial fathers, while the noncollege planners disproportionately had fathers holding skilled, semi-skilled, and unskilled jobs.

Well over half of college planners aspired to professional, technical, or managerial occupations. On the other hand, girls not planning on college were oriented toward clerical, sales, and service occupations; and boys not intending to enter college had vocational interests centered around agricultural, skilled and semi-skilled employment. However, over 80 percent of the noncollege planners stated that they would like to continue their education or training beyond high school.

The college planning group's subject interests were concentrated in the arts and sciences, while the noncollege group more often mentioned business or manual subjects and physical education. Also, the college group's interests were comparatively more people-oriented, while the noncollege group more often stated a preference for working with things.

REMARKS: The author did not report the instrument used to elicit college plans. The simple college-noncollege classification of plans did not permit analysis of noncollege, post-high school plans. The lack of evaluation of statistical significance in reference to reported differences detracts from the research utility of this report.

B-13

Lionberger, H. F. and C. L. Gregory with H. C. Chang. Occupational and College Choices of Farm and Non-Farm Male High School Seniors in Missouri. Columbia: University of Missouri, Department of Rural Sociology, December 10, 1965.

MISSOURI (1964-1965)

RESPONDENTS

No.: 791
Sex: M
Age: Grade 12
Residence: Farm, Nonfarm (R and U)

Selection: Students selected from 25 schools selected by size to represent small, medium, and large units located in four rural social areas.

OBJECTIVES: To examine the association of college plans of rural and small town youth with residence, family, and school-related variables.

RESULTS: A greater proportion of the nonfarm (49 percent) than farm boys (32 percent) were planning to go to college. A majority of the noncollege planners and undecided respondents expected to attend a vocational or trade school. Nonfarm college planners generally had considered college attendance at an earlier age than their farm counterparts. College plans were positively related to social class (father's occupation and parents' education). The sons of professionals were most likely, and the sons of part-time farmers and unskilled workers were least likely, to plan for college.

College planners, more often than noncollege planners, reported: parental influence on college plans, attending a large high school, taking college preparatory courses, ranking themselves in the upper one-third academically, and participation in three or more extracurricular activities. Also, "oldest" or "only" child more often indicated college plans than "youngest" or "middle" child. About 70 percent of the college planners had decided on a specific school.

REMARKS: Although the author did not describe the stimulus question used to elicit college plans, it appears that expectations were elicited--the authors used "intended" and "expected" in referring to the responses.

B-14

Nam, C. B. and J. D. Cowhig. "Factors Related to College Attendance of Farm and Nonfarm High School Graduates: 1960," *Farm Population*. Washington, D. C.: U. S. Department of Agriculture, Economic Research Service, Series Census-ERS (P-27), No. 32, June 15, 1962.

UNITED STATES (October, 1959 and Fall, 1960)

RESPONDENTS

No.: 1,170
Sex: M, F
Age: Grade 12 (1959)
Race: W, N
Residence: Farm, Nonfarm (R and U)

Selection: A sample of the civilian noninstitutional population of the United States, excluding Alaska and Hawaii.

OBJECTIVES: To relate race, sex, and residence to college plans and to relate college plans to subsequent college attendance following graduation from high school.

RESULTS: Considerably smaller proportions of the farm (36 percent) than nonfarm (over 50 percent) youth planned to attend college. Slightly greater proportions of the boys (56 percent) than girls (49 percent) and slightly greater proportions of nonwhites (56 percent) than whites (52 percent) planned to go to college.

Sixty-eight percent of those who had planned to attend college, 20 percent of those who were reportedly undecided, and only 7 percent of those who had not planned to attend actually attended college. Among college planners, boys were more likely than girls and whites more likely than nonwhites to actually attend.

REMARKS: The author did not indicate how the sample was selected. It should be noted that college plans of the youth were in most cases reported by a parent. This raises a question regarding the validity of the correspondence between the reported responses and the youths' actual plans. Also, the data may be biased toward high college attendance rates by the fact that only respondents for whom follow-up data was available from high school principals were included in the study.

B-15

Robin, E. P. and J. Sardo. Attitudes and Plans of High School Students in Sedgwick County, Colorado. Fort Collins: Colorado Agricultural Experiment Station, Technical Bulletin 85, September, 1964

COLORADO: Sedgwick County (1960)

RESPONDENTS

No.: 93
Sex: M, F
Age: Grades 11, 12
Residence: R-Farm, F-Nonfarm

Selection: Sample included all juniors and all but five seniors in all county high schools.

OBJECTIVES: To investigate post-high school educational plans by place of residence, sex, age (by grade), and social class (parents' education and family income), and occupational expectations.

RESULTS: Approximately one-fourth of both boys and girls were undecided about post-high school plans. College and professional school plans did not differ significantly by place of residence, with approximately 40 percent of the farm and nonfarm groups planning on this training. At the same time, over twice as many nonfarm as farm respondents were planning to go to trade school and twice as many farm as nonfarm respondents were undecided about their educational plans. Boys were more likely than girls to plan to continue education beyond high school. None of the boys as compared to about one-fourth of the girls planned to attend trade school, while two-thirds of the boys and only 15 percent of the girls planned for college or professional school.

Both educational level of parents and family income demonstrated a weak positive association with post-high school educational plans. Plans did not differ significantly by age, except that seniors were less likely than juniors to be undecided about their plans.

REMARKS: Several limitations involved in the study and reporting of the results should be considered in interpreting these findings. The instrument used to elicit plans was not described and the authors use the term "aspirations" on occasion as well as "plans." In addition, the categories used to delineate plans varied from one independent variable to another. Except in reference to sex of respondent, many of the differences reported were not substantial, though they were significant statistically.

B-16

Schwarzweller, H. K. Sociocultural Factors and the Career Aspirations and Plans of Rural Kentucky High School Seniors. Lexington: Kentucky Agricultural Experiment Station, Progress Report 94, September, 1960.

KENTUCKY: Central Bluegrass and Eastern Mountain Regions (Spring, 1959)

RESPONDENTS

No.: 451
Sex: M, F
Age: Grade 12
Residence: R-Farm, R-Nonfarm

Selection: All seniors present the day of contact from four rural high schools selected from each of the two regions.

OBJECTIVES: To explore the associations of college plans and aspirations with place of residence, social class (SES), and school status (in or out of school).

RESULTS: Slightly over one-half of all respondents aspired to go to college and one-third planned to go. Greater proportions of the nonfarm boys than farm boys aspired to and planned on college, while aspirations and plans of girls did not differ significantly by place of residence. Among nonfarm youth, more boys than girls aspired to and planned on college. These sex differences were not observed among farm youth. Proportions undecided about aspirations and plans were greater among girls than boys. Proportions undecided approximately doubled when moving from aspirations to plans.

Among the boys, all three measures of social class (father's schooling, father's occupation, and family level of living) were positively related to college plans and aspirations. Boys' plans and aspirations were also positively related to all measures of school status (participation, prestige, and academic performance). Conversely, such relationships were not observed generally for girls.

REMARKS: The finding that the college aspirations and plans of the girls did not differ by social class is particularly noteworthy because it contradicts the findings of most other studies. This unusual observation might be explained by the stimulus question and/or response categories used to tap college orientations; however, this cannot be determined because these operations were not described.

A unique discovery is that much more uncertainty was associated with plans as compared with aspirations.

B-17

Sewell, W. H. "Community of Residence and College Plans," *American Sociological Review*, 29 (February, 1964), pp. 24-38.

WISCONSIN (Spring, 1957)

RESPONDENTS

No.: 10,321
Sex: M, F
Age: Grade 12
Race: W, N
Residence: R-Farm, R-Village
U (3 size types)

Selection: Random sample of one-third of all graduating seniors in public, private, and parochial high schools in Wisconsin.

OBJECTIVES: To explore the association of residence, intelligence, socio-economic status (SES), and sex with college plans of youth and to relate plans to subsequent college attendance.

RESULTS: Greater proportions of the urban (37 percent) than rural (25 percent) respondents planned to attend college. Generally, college plans were positively related to size of place of residence. Relating residence to college plans with both SES and intelligence controlled reduced the strength of the relationship, particularly among the girls. Among the boys, the relationship of residence to college plans was either eliminated or reduced considerably among the lower SES and lower intelligence respondents.

Both SES and intelligence were related to college plans in a strong positive manner, independent of sex and residence. Slightly greater proportions of the boys than girls planned to attend college. This relationship remained constant with SES and intelligence controlled.

In a follow-up study of approximately one-tenth of the respondents, about 90 percent of the college planners actually attended college.

REMARKS: The author's statement that plans were "based on a statement by the student that he definitely plans to enroll in a degree-granting college," would indicate that only expectations associated with a high degree of certainty of attainment were classified as plans. This study is of particular value because the residence variable was treated in considerable detail, allowing rural-urban, farm-nonfarm, and size of community comparisons. Intelligence was based on the Henmon-Nelson Test of Mental Maturity. SES was based on a composite measure of educational level of parents and measure of family financial wealth. Analysis revealed that both SES and intelligence of respondents were positively related to size of their community of residence.

B-18

Sharp, E. F. and G. A. Kristjanson. *Manitoba High School Students and Drop-outs: Their Educational and Occupational Goals.* Manitoba Department of Agriculture, Economics and Publications Branch.

CANADA: Interlake, Central Plains, and Winnipeg areas of Manitoba (1964)

RESPONDENTS

No.: 2,191
Sex: M, F
Age: Grades 11, 12
Race: W, "Other" (not defined)
Residence: Farm,
Nonfarm (R and U)

Selection: 1,844 students and 347 dropouts from a sample of schools selected to represent a diversity of socio-economic conditions.

OBJECTIVES: To compare the educational aspirations of high school students and dropouts, and relate students' educational aspirations to a number of attributes of home, school, and community.

RESULTS: Significantly greater proportions of students than dropouts aspired to a university-level education. Among the boys, slightly greater proportions of the dropouts than students aspired to other post-high school training, while among the girls, equal proportions (55 percent) of the students and dropouts aspired to nonuniversity post-high school training. Proportionately, four times as many dropouts as students aspired to no further education.

University-level aspirations were positively related and other post-high school educational aspirations were negatively related to: IQ and mean exam scores, measures of social class (socio-economic status scores, educational and occupational status of parents), strength of parental encouragement to continue education, number of schools attended, extent of participation in extracurricular activities, self-rating of leadership ability, and size of community of residence. Farm residents were less likely to aspire to a college-level education but more likely to aspire to other post-high school training or no further education than nonfarm respondents.

REMARKS: The aspiration instrument used was: "Now suppose I were free to choose, my plans for education would be..." Although the term plan is used, the inclusion of the "free to choose" phrase in the stimulus probably elicited aspirations. Socio-economic status was based on a composite measure of material possessions and room-person ratio. Numerous other independent variables were considered, which, although reportedly associated with aspirations in some manner, did not appear to establish relationships as significant as the variables treated.

This study represents one of very few that includes school dropouts.

B-19

Siemens, L. B. and J. E. W. Jackson. Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba. Winnipeg, Canada: University of Manitoba, Faculty of Agriculture and Home Economics, No. 2, September, 1965.

CANADA: Winnipeg (Spring, 1964 and Spring, 1965)

RESPONDENTS

No.: 640
Sex: M, F
Age: Grade 12 (1964)
Residence: R-Farm, R-Nonfarm, U

Selection: Students (1964) from 28 schools who indicated plans for post-high school training.

OBJECTIVES: To relate educational plans of high school seniors to socio-economic status (SES) and residence, and to explore the relationship of 1964 plans to educational attainment one year later.

RESULTS: Over four-fifths of the boys and girls planned some post-high school training. Those planning to continue education beyond high school were distributed over several alternatives as follows: about one-fourth teachers' or nurses' training, about one-fourth business or vocational training, and about one-half university-level training. The suburban respondents were more likely than rural respondents to plan to attend a university and less likely than rural respondents to plan for teachers' training or nursing. Also, the higher the SES, the more likely were the students to plan for a university-level education.

Relating community size to plan fulfillment, proportions fulfilling their plans ranged from a high of 56 percent of the urban residents, followed by 45 percent of the farm youth, and between 34 and 41 percent of the rural nonfarm youth. Fulfillment of educational plans was positively related to: economic well being of community of residence, level of education planned, high school course grades, IQ, and SES. Also, girls were slightly more likely than boys and Protestants more likely than Roman Catholics to realize their plans.

REMARKS: Plans reportedly indicate what the student "said he was going to do." SES was based on a modification of Sewell's SES scale with students grouped "high," "medium," and "low" according to level of living.

Although plan fulfillment varied considerably between ethnic groups, it is not clear what degree those influences are related to such variables as SES. The author suggests that the reason for an inconsistent relationship between community size and realization of plans may be related to differential dropout rates, in that considerably more rural than urban youth will have dropped out of school by the twelfth grade.

B-20

Siemens, L. B. and L. Driedger. Some Rural-Urban Differences Between Manitoba High School Students. Winnipeg, Canada: University of Manitoba, Faculty of Agriculture and Home Economics, No. 4, December, 1965.

CANADA: Interlake, Central Plains, and Metropolitan Winnipeg (Spring, 1964)

RESPONDENTS

No.:	1,844	Selection:	Twenty-eight schools representing a wide variation of socio-economic strata.
Sex:	M, F		
Age:	Grades 11, 12		
Residence:	R (Farm, Nonfarm), U (Suburban)		

OBJECTIVES: To relate educational aspirations of high school students to place of residence and measures of social class (SES).

RESULTS: Educational aspirations were related to place of residence, with the urban residents most likely and rural residents least likely to aspire to a university-level education. On the other hand, the rural residents were most likely and urban residents least likely to aspire to vocational-type training, as well as to no training beyond high school. Also, the rural nonfarm residents aspired to a university-level education in slightly greater proportions and to vocational-type training in slightly lesser proportions than the farm residents. Level of educational aspiration was positively related to SES and educational levels of both parents. Level of mother's education appeared to be more strongly related to educational aspiration of the respondents than level of father's education.

REMARKS: Although the instrument eliciting educational orientations was not reported, it appears that the study is concerned with short-range aspirations. Responses were grouped--high (university level), medium (vocational training), and low (no additional training). SES was a measure of the presence or absence of certain conveniences and news media in the home.

Urban residents ranked higher than rural residents on measures of social class, intelligence, leadership ability, and occupational aspirations.

B-21

Slocum, W. L. Educational Aspirations and Expectations of Students in Rural Washington High Schools. Pullman: Washington State University, Department of Rural Sociology, December, 1966. (Mimeographed.)

WASHINGTON (1964-1965)

RESPONDENTS

No.: 3,535
Sex: M, F
Age: Grades 10, 11, 12
Residence: NM (Farm, Nonfarm)

Selection: Random selection of approximately 15 percent of the state's rural youth (nonmetropolitan in communities of less than 10,000 population).

OBJECTIVES: To investigate the relationship of occupational plans, sex, social class, high school course, grades and influence of others to educational aspirations and expectations of rural youth.

RESULTS: Although college aspirations did not differ significantly by farm-nonfarm occupational plans, greater proportions of the nonfarm than farm planners did aspire to graduate-level studies. Differences in educational aspirations and expectations by farm-nonfarm residence and sex were slight. However, residents of full-time farms were slightly more likely to aspire to and significantly more likely to expect a college-level education than were "part-time" farm residents. College aspirations and expectations were positively related to family income and educational level of parents. Educational aspirations and expectations were positively associated with family "intellectual tradition" (based on the educational status of siblings, family attitudes toward education, and academic performance of respondent).

REMARKS: Educational aspirations and expectations were indicated by "desire for further education" and "education you think you will actually be able to attain," respectively. The finding that the educational orientations of the respondents did not differ greatly by place of residence is of particular importance because it brings into question the general validity of the commonly accepted generalization, supported by many older studies, that farm youth have low educational aspirations.

B-22

Slocum, W. L. "Educational Planning by High School Seniors," Journal of Educational Research, 51 (April, 1958), pp. 583-590.

WASHINGTON (Spring, 1954)

RESPONDENTS

No.: 1,980
Sex: M, F
Age: Grade 12
Residence: R-Farm, R-Nonfarm, U

Selection: A random selection of 35 high schools by school size and residence type representing about 10 percent of the state's seniors.

OBJECTIVES: To explore the relationship of residence, family background, self-evaluation, and school-related factors to post-high school educational plans and preferences.

RESULTS: Some 36 percent of the seniors planned to attend college and 8 percent planned other post-high school training. More urban (41 percent) than rural (31 percent) respondents planned to go to college. Proportions of the rural farm and rural nonfarm youth who planned to continue their education did not differ significantly. College plans were positively related to the educational attainment of parents and occupational status of the respondent's father. Children of white-collar workers were most likely to plan for college, followed in order by children of agricultural workers and children of blue-collar workers.

The more "democratic" the home environment, the more likely was the student to plan college attendance. College plans were positively associated with: self-ratings of scholarship, intellectual development (relative with peers), and leadership; size of high school attended; favorableness of attitude toward high school; and extracurricular participation. At the same time, participation in 4-H and/or FFA was somewhat negatively related to college plans.

In addition to the 45 percent who planned to continue their education, 28 percent reported they would like to, but "did not intend to do so," indicating a substantial rate of anticipatory deflection for the sample.

REMARKS: It is likely that the smaller schools and low rates of extracurricular participation were highly representative of rural respondents; therefore, the extent of variation in college plans independently attributable to these variables may have been reduced considerably with residence controlled. Although results of the statistical analyses were presented, findings were not presented in tabular form; therefore, it is difficult to evaluate the relative strength of the associations between educational plans and other variables.

B-23

Slocum, W. L. Occupational and Educational Plans of High School Seniors from Farms and Non-Farm Homes. Pullman: Washington Agricultural Experiment Station, Bulletin 564, February, 1956.

WASHINGTON (Spring, 1954)

RESPONDENTS

No.: 1,981
Sex: M, F
Age: Grade 12
Residence: Farm,
Nonfarm (R and U)

Selection: Stratified random sample of the public high schools of the state, consisting of approximately one-tenth of all seniors.

OBJECTIVES: To investigate educational plans by sex, residence, social class, school-related variables, and to relate educational plans to preferences.

RESULTS: About a third of both boys and girls planned to attend college and almost an equal proportion indicated they would like to but did not plan to attend. Over twice as many girls as boys planned to continue their training at a noncollege level, regardless of place of residence. Farm girls planned to attend college slightly more often than farm boys, although the reverse was true among the nonfarm respondents. Proportions of farm and rural-nonfarm youth who planned to attend college or other schools were almost identical. At the same time, significantly greater proportions of the urban than rural youth planned to attend college.

College plans were positively related to all measures of social class--father's education, father's occupational status, and family income. Other variables more strongly related to educational plans than place of residence were: self-ratings of intellectual development and scholarship, student's liking of school, degree of extracurricular participation, state of health, degree of democracy in the home, whether the student was residing with both parents, and self-rating of leadership.

REMARKS: The instrument employed to elicit educational plans appears to be somewhat ambiguous in the sense that it represents a composite of answers to questions dealing with both expectations and aspirations. The respondents were first asked what do "you expect to do next year." All respondents were then asked "If you plan to take more schooling, how definite are your plans?" Finally, students were asked "What type of school would you like to attend?" Those who responded "take more schooling" to the first question, "definitely will" or "plan to do so" to the second question, and indicated a college-level school in responding to the last question were classified as planning for college.

B-24

Youmans, E. G. *The Educational Attainment and Future Plans of Kentucky Rural Youths*. Lexington: Kentucky Agricultural Experiment Station, Bulletin 664, January, 1959.

KENTUCKY: Butler, Metcalfe, and Elliott Counties (Summer, 1957)

RESPONDENTS

No.: 480
Sex: M, F
Age: 16, 17
Residence: R-Farm, R-Nonfarm

Selection: Approximately 160 families from each of three counties selected from low-income farming areas.

OBJECTIVES: To relate educational plans to school status (in school or not), location of residence, social class (SES), educational values, school experiences, and intelligence.

RESULTS: Although the educational plans of the girls did not differ by place of residence, proportionately twice as many of the nonfarm as farm boys planned to attend college. Both SES and IQ were observed to be positively related to plans for college. College planners possessed a more favorable attitude toward formal education, said their teachers showed more interest in them, and were more active in school activities than the noncollege group.

Those respondents attending school at the time of the study were much more likely to plan on finishing high school and going to college than the dropouts. Of the 136 dropouts interviewed, less than one-tenth planned to complete high school, and only two planned to attend college. Almost all those currently in school expected to complete high school and a majority planned to enter college.

REMARKS: The instruments used clearly elicited educational expectations, although the author frequently refers to "aspirations" in his discussion of findings.

Significant differences in plans for college were observed by county -- Elliott (33 percent), Butler (19 percent), and Metcalfe (13 percent). The author suggests that greater proportions of Elliott County workers commute to industrial jobs in the city, thus assimilating urban values and beliefs.

This report is of particular value because it is one of a very few that reports data on high school dropouts.

PART C: RURAL YOUTH

Included in this section of the report are 14 studies concerned with youth from rural areas (excluding studies treating farm youth separately) in 11 different states, most of which are located in the South. Collectively these studies cover a relatively short range of time, from 1956 through 1967. Almost all include male-female comparisons and only two make racial comparisons.

C-1

Bishop, C.; B. Davis; L. J. Harper; and V. C. Payne. Educational and Vocational Goals of Rural Youth in Virginia. Blacksburg: Virginia Agricultural Experiment Station, Bulletin 568, 1965.

VIRGINIA (1960, 1961)

RESPONDENTS

No.: 285
Sex: M, F
Age: Grades 9, 10
Residence: R

Selection: Random selection of students in nonmetropolitan school systems from the Tidewater, Piedmont, and Applachian areas of the state. Only students residing with parents and attending schools having 4-H, FFA, and FHA were included.

OBJECTIVES: To explore the relationship of club membership (4-H, FFA, FHA), level of living (LOL), family size, and sex to level of education planned by rural youth.

RESULTS: There were no significant differences in educational plans of boys and girls. Club membership was negatively related to plans for university-level education among the boys, but not significantly related to the educational plans of girls. LOL was positively related to plans for college for both sexes, with proportions planning to graduate from college varying from over 40 percent among the high LOL group to approximately 10 percent among the low LOL group. A majority of the medium and low LOL respondents expected only to finish high school.

Noncollege plans of boys did not differ significantly by family size. However, girls from smaller families were more likely to plan pre-job vocational training than girls from larger families. Girls from larger families were also frequently undecided about what they planned to do.

REMARKS: The indicator for "planned length of schooling" was not reported, although it appears that expectations were elicited. A background of at least one semester in FFA or FHA or one year in a 4-H Club classified respondents as "members." The fact that farm residence and club membership were closely related probably explains the negative relationship observed between membership and college plans for boys. LOL was classified as high, middle, or low, according to a revised Cornell Level of Living Scale.

C-2

Christiansen, J. R.; J. W. Payne; and K. J. Brown. "Church Participation and College Desires of Rural Youth in Utah," Rural Sociology, 28 (June, 1963), pp. 176-185.

UTAH: Juab, Sanpete, and Sevier Counties (August-September, 1960)

RESPONDENTS

No.: 287
Sex: M, F
Age: Grade 12
Residence: R

Selection: Ninety-eight percent of the youth who had started the 1959-1960 school year as seniors.

OBJECTIVES: To test the hypothesis that degree of activity in Mormon Church organizations is positively associated with college aspirations of rural youth and to explore the association of 30 other variables with "desire to attend college."

RESULTS: The hypothesis that degree of church attendance and college aspirations are positively associated was generally supported ($\bar{C}=0.44$). Some seven-tenths of the "high" church attendance group, as compared to four-tenths of the "low" attendance group desired to attend college.

Other variables found to be more strongly related to college aspirations than was church attendance were parents' desires and encouragement concerning college attendance and college plans of best friends. In addition, IQ, self-ratings of grades, education of parents, extracurricular participation, how well the respondent liked school, and teacher encouragement to attend college were found to have moderately strong positive relationships with college aspirations.

REMARKS: Although the instrument used to elicit educational orientations was not described, the categories used to group responses--"want to go" and "not want to go"--indicate that aspirations were tapped. The associations between aspirations for college and a number of other variables (age of respondent's mother, father's occupational status, family income, graduation from seminary, and sex) were reported as significant statistically; however, these associations appeared weak.

C-3

Christiansen, J. R.; J. D. Cowhig; and J. W. Payne. *Educational and Occupational Aspirations of High School Seniors in Three Central Utah Counties*. Provo, Utah: Brigham Young University, Social Science Research Bulletin No. 1, June, 1962.

UTAH: Juab, Sanpete, and Sevier Counties (1959-1960)

RESPONDENTS

No.: 287
Sex: M, F
Age: Seniors
Residence: Predominantly R

Selection: The sample represents 98 percent of all youth who were enrolled as high school seniors during the fall of 1959.

OBJECTIVES: To explore the relationship of SES, intelligence, educational values, and sex to educational aspirations and expectations of rural farm youth.

RESULTS: Some three-fifths of the males and one-half of the females desired to attend college, while one-half and two-fifths respectively expected to do so. Approximately twice as many females as males both desired and expected to attend business or vocational school. Respondents planned to attend college for an average of 4.5 years. Approximately three-fifths planned to receive a Bachelor's degree, one-fifth a Master's, and one-tenth a Ph.D.

Generally, the higher the IQ score and the higher the grades, the greater the proportions planning for college. All the SES measures (father's occupation, annual income, student's evaluation of economic status, and father's education) were found to be positively related to college plans.

Students planning to attend college more often felt their parents would be disappointed if they did not attend, had received encouragement from their parents to attend, believed a college education would be valuable to them, and wanted to attend college in the fall. Other characteristics which correlate closely with plans to attend college were: expected to be a white-collar worker or student five years hence; had at least three of five best friends planning to attend college in the fall; believed a college education would be "very valuable"; attended three or more church activities each week; and were oriented towards monetary advantages of their desired future occupation.

REMARKS: The instruments used to obtain responses indicating educational orientations include a short-range time projection. The average educational attainment of the parents of the respondents is relatively high (12 yrs.) and should be considered in comparing these results with those of other studies. This report is of particular value because of the detail included in the specification of status orientations and the large number of variables correlated with college plans.

C-4

Christiansen, J. R.; J. D. Cowhig; and J. W. Payne. Educational and Occupational Progress of Rural Youth in Utah: A Follow-up Study. Provo, Utah: Brigham Young University, Social Science Research Bulletin No. 2, August, 1962.

UTAH: Juab, Sanpete, and Sevier Counties (April, 1961)

RESPONDENTS

No.:	71	Selection:	A follow-up of the respondents enrolled in college from an original sample of 289 high school seniors contacted a year earlier (1960). (See C-2, p. 46.)
Sex:	M, F		
Age:	College freshmen		
Residence:	R		

OBJECTIVES: To investigate the educational desires and expectancies of continuing college held by college freshmen.

RESULTS: Almost 80 percent of the freshmen both wanted and expected to return to college the following fall term.

REMARKS: Although the specific instruments eliciting educational orientations were not given, the authors report that students who "wanted to return to college in the fall" were classified as having an educational aspiration of college, and those who "expected to be in college" were classified as having a college educational expectation.

Although not explicitly mentioned by the authors, the data presented also revealed that 90 percent of the respondents who had planned to attend college in 1960 actually did so. However, the respondents included in this study represent only 72 percent of the original high school seniors who had planned to attend college.

C-5

Jeffrey, B. I. Educational and Vocational Goals of Rural Youth and Their Parents in Tennessee. Knoxville: Tennessee Agricultural Experiment Station, Bulletin 399, March, 1966.

TENNESSEE: East, Middle, and West (1960-1961)

RESPONDENTS

No.: 288	Selection:	Ten schools located in non-metropolitan areas were randomly selected from each of three areas of the state. Only youth residing with parents were interviewed.
Sex: M, F		
Age: Grades 9, 10		
Residence: R		

OBJECTIVES: To explore the relationship of school plans with sex and level of living (LOL) and to investigate the educational expectations of parents for their children.

RESULTS: A strong positive relationship was observed between LOL (high, middle, and low) and level of education planned. Only a third of the high LOL group planned to terminate education with high school graduation as compared with 80 percent of the low LOL group. At the same time, proportions planning to attend college ranged from 60 percent of the high LOL group to less than 20 percent of the low LOL group. About one-tenth of the high LOL group, as compared to none of the low LOL group anticipated professional training beyond college. Roughly twice as many girls as boys in each LOL group anticipated starting but not completing college.

Parental expectations for children were similar to the expectations of the children; however, fathers had somewhat higher expectations for their children than did mothers.

REMARKS: The Cornell Level of Living Scale was used to measure the LOL of the families. The instrument used to elicit educational expectations was fixed-choice in nature and the alternatives given did not permit responses indicating post-high school, non-university vocational training. This fact probably accounts for the disproportionate number of girls who were planning to initiate but not complete college.

The finding that fathers' expectations were higher than mothers' is particularly noteworthy because it contradicts findings of other studies focusing on parental influence on youth's status projections (see Kuvlesky and Pelham, op. cit.).

C-6

Juarez, R. Z. and W. P. Kuvlesky. "Ethnic Group Identity and Orientations Toward Educational Attainment: A Comparison of Mexican American and Anglo Boys." Proceedings of the 1968 Southwestern Sociological Association Annual Meeting, Dallas, April, 1968.*

TEXAS: South and East Central (1966 and 1967)

RESPONDENTS

No.: 433
Sex: M
Age: Grade 10
Ethnic: Anglo, Mexican-American
Residence: NM (Predominantly R)

Selection: All sophomore boys attending school the day of the interview in four South Texas counties (Mex.-Amer.) and three East Central Texas counties (Anglo). All counties selected were either all or predominantly rural and economically depressed.

OBJECTIVES: To compare Anglo and Mexican American rural boys on several dimensions of educational status orientations: goal level, expectation level, anticipatory goal deflection, intensity of aspiration, and certainty of expectation.

RESULTS: The two ethnic groups were observed to have similarly high educational goal-levels: the vast majority of both aspired to post-high school education and, for the most part, to graduation from college. None of the Mexican-American youth and very few of the Anglo desired to quit school and only small minorities of either desired or expected to terminate their education with graduation from high school. Although both groups had relatively high level expectations, Anglo youth more frequently anticipated the higher levels of education. However, although both groups generally maintained a strong desire for their goals, the Mexican-American boys did so more often. Anglo boys were more likely to feel certain about attaining their expectations. The Mexican-American boys experienced anticipatory deflection (positive and negative) more frequently than the Anglo youth.

REMARKS: This report is particularly valuable because it is one of very few sources of current information on aspirations of Mexican American youth. Also it provides a rather complete review of the limited number of other studies existing on this subject.

*Complete copies of this paper will be provided upon request.

C-7

Lindstrom, D. E. "Factors Related to the Education and Job Plans of Rural Youth," Illinois Agricultural Economics, 7 (January, 1967), pp. 31-36.

ILLINOIS (Date not given)

RESPONDENTS

No.:	2,929	Selection:	Thirty-one rural high schools in eight widely scattered counties were selected for study.
Sex:	M, F		
Age:	Grades 11, 12		
Residence:	R		

OBJECTIVES: To explore the educational plans of rural youth, how differences in educational plans relate to occupational orientations, and the influence of significant adults on plans.

RESULTS: Three-fourths of all respondents wanted some education beyond high school. Of these, slightly more were planning to go to college than undertake post-high school vocational training.

A majority of the college planners wanted a professional, technical or managerial job and valued highly chances for self-expression and challenging work. On the other hand, those not planning for college most often wanted jobs that offered security. Those not planning for college more often desired vocational and business courses, in contrast to the college planners, who more often desired academic courses.

Greater proportions of college planners than non-college planners reported strong encouragement from parents to go to college. Mothers offered encouragement more often than did fathers.

REMARKS: The respondents were categorized "college prone" and "noncollege prone" based on whether or not they had made "definite plans" to go to a university or college. This dichotomous classification obscured potentially meaningful intermediate levels of educational plans.

C-8

Lowe, J. L. "Educational and Occupational Aspirations of High School Seniors: II, " The Northwest Missouri State College Studies. Maryville: Northwest Missouri State College, No. 4, November, 1963.

MISSOURI: Trenton (1956 and 1960)

RESPONDENTS

No.: 179
Sex: M, F
Age: Grade 12
Race: W
Residence: NM (Predominantly R)

Selection: All seniors at Trenton High School in 1956 and in 1960 who were present the day the questionnaire was administered.

OBJECTIVES: To test the hypotheses that: college aspirations and expectations are positively related to socio-economic status (SES) of parents; degree of anticipated deflection from educational aspirations is negatively related to SES; and indecision about educational aspirations and expectations is negatively related to SES.

RESULTS: College aspirations and expectations were positively related to SES (occupational status of fathers). Proportions preferring to go to college varied from over four-fifths of the children of white-collar workers to slightly more than one-fifth of the semi-skilled workers' children. While the aspiration and expectation profiles of white-collar and skilled workers' children did not differ, children of semi-skilled laborers demonstrated some negative anticipatory deflection--expectations lower than goals. Also, proportions undecided about college aspirations and expectations were negatively related to SES as hypothesized. Strength of college aspirations was positively related to SES.

Children of white-collar workers generally considered their fathers the most influential individual in regard to their educational orientations, while lower status respondents rated their mothers as most influential.

REMARKS: Although the 1956 sample was interviewed and the 1960 sample filled out questionnaires, it appears that aspirations and expectations, as indicated, were elicited.

It should be noted that the anticipatory deflection was measured by comparing aggregate percentage profiles of aspirations and expectations. This procedure probably underestimates the frequency of actual aspiration-expectation differences that existed.

C-9

Ohlendorf, G. W. and W. P. Kuvlesky. "Racial Differences in The Educational Orientations of Rural Youth," Social Science Quarterly (Forthcoming, September, 1968).

TEXAS: Burleson, Leon, and San Jacinto Counties (Spring, 1966)

RESPONDENTS

No.:	530	Selection:	Sophomores in all high schools attending the day of the interview--from three all-rural, low-income counties in East Central Texas.
Sex:	M, F		
Age:	Sophomores		
Race:	W, N		
Residence:	R-NM		

OBJECTIVES: To explore racial and sex differences on several dimensions of educational status orientations: goals, expectations, anticipatory goal deflection, intensity of aspiration, and certainty of expectation.

RESULTS: It was found that rural Negro youth had generally higher levels of educational aspirations and expectations than white youth. Much larger proportions of Negro youth desired and expected to do graduate study, while white youth more frequently desired and expected to terminate their education with high school graduation. Even considering these differences, all race-sex types were judged to maintain generally high levels of educational goals and expectations--very few wanted to quit high school and only small proportions desired to stop with high school graduation.

Negro youth were more likely to experience anticipatory deflection than white youth and most of the deflection involved expectations that were lower than goals. Intensity of aspiration (strength of desire) was strong and certainty of expectation relatively high for all race-sex groupings--race and sex differences were very minor.

REMARKS: Several results of this study are particularly noteworthy. The finding that rural Negro youth have generally higher goals and expectations than their white counterparts contradicts results of most other studies. Also, this report is the first to compare the orientation elements of aspiration and expectation of Negro and white rural youth.

C-10

Schwarzweller, H. K. "Value Orientations In Educational and Occupational Choices," *Rural Sociology*, 24 (September, 1959), pp. 246-256.

NEW YORK (Spring, 1958)

RESPONDENTS

No.: 240
Sex: M, F
Age: Grades 11, 12
Residence: R

Selection: Four up-state high schools, located in predominantly agricultural areas.

OBJECTIVES: To explore the relationship between value orientations and college aspirations and plans of rural youth.

RESULTS: About three-fourths of the youth studied aspired to enter college, although only about half actually planned to do so. Both aspirations and plans to attend college were negatively related to the value placed on hard work, and positively related to the value of "service to society." In addition, college plans were positively related to desire for mental work and negatively related to desire for security. The strength of the relationships noted above were generally lower for aspirations than plans.

REMARKS: This study is unique in providing evidence to indicate that value orientations may provide some basis for the explanation of the phenomenon of anticipatory deflection, based on the finding that some value orientations ("service to society," "mental work," and "security") appeared to be more highly correlated with plans than aspirations.

C-11

Slocum, W. L. and G. R. Garrett. Educational and Occupational Aspirations and Expectations of Rural Youth. Pullman: Washington State University, Department of Rural Sociology, December, 1965. (Mimeographed.)

WASHINGTON (Winter, 1964)

RESPONDENTS

No.:	3,593	Selection:	All students present the day the questionnaire was administered in 30 high schools.
Sex:	M, F		
Age:	Grades 10, 11, 12		
Residence:	R		

OBJECTIVES: To explore the association of sex, age, and selected school-related variables with educational aspirations and expectations of rural youth.

RESULTS: About 70 percent of all respondents desired to graduate from high school and less than half of all respondents aspired to graduate from college. Slightly greater proportions of the boys than girls desired and expected bachelor's, master's, and doctorate degrees. Among respondents desiring noncollege training, the girls generally preferred business school and the boys technical school. Generally, level of education desired and expected was highest among the 10th grade and lowest among 12th grade students, indicating a weak negative association between grade level and level of education desired and expected. Anticipated deflection from aspirations was generally inversely related to grade level, and among those aspiring to a university-level education, greater among the girls than boys. Also, the higher the level of education desired, the more likely the student was to anticipate deflection from educational aspirations.

A minority of youth reported that teachers (one-third) and counselors (one-fourth) had a positive influence on their college plans. Also, a majority of the boys viewed military service as an opportunity to further their education.

REMARKS: Although the author did not describe the instruments employed to elicit the educational orientations, he refers to "what students aspire to achieve and what they expect to attain." Ten possible response categories ranging from "quit high school" to "Ph.D." were available to the respondent; he could respond in the affirmative to as many as he desired. It was not made clear what proportion of responses at each level represented those who also responded in the affirmative at other levels.

C-12

Southern Regional Committee for Family Life. Educational and Vocational Goals of Rural Youth in the South. Greensboro: North Carolina Agricultural Experiment Station, Southern Cooperative Series Bulletin 107, September, 1965.

KENTUCKY, NORTH CAROLINA, TENNESSEE, AND VIRGINIA (Date not given)

RESPONDENTS

No.:	1,139	Selection:	Random selection of students enrolled in nonmetropolitan, predominantly white school systems having FFA and/or FHA. Only students residing with both parents were included.
Sex:	M, F		
Age:	Grades 9, 10		
Race:	W		
Residence:	R		

OBJECTIVES: To explore rural youths' educational plans by sex and social class (LOL) and to investigate how expectations relate to parental influence and financial assistance expected.

RESULTS: The boys' and girls' educational plans were remarkably similar, regardless of LOL. Less than 5 percent planned to drop out of high school, slightly over half planned to terminate their training with a high school education, and the remainder planned at least some college. For both sexes, plans for college were positively associated with level of living. About 70 percent of the high, as compared to 20 percent of the low LOL respondents, planned on some college. Among the respondents not planning for college, almost three times as many girls as boys were planning on training before working. Very few boys or girls were planning an apprenticeship or on-the-job training. One out of five respondents was undecided about educational plans.

Generally, the higher the LOL, the more likely was the respondent to report having received urging from both parents to go to school and the more likely he was to expect full financial support from home. Also, disagreement with parents concerning plans tended to be somewhat more likely among the high than low LOL respondents.

REMARKS: The students first responded to a question asking how far in school they expected to get. Those who did not expect to go to college were asked "what training they expected to get"; alternative structured responses included marriage, work, and military service. Therefore, just how many were planning additional training in conjunction with other reported plans is unclear. This may explain why relatively few boys were reportedly planning pre-job or on-the-job training.

C-13

Sperry, I. V. and V. R. Kivett. Educational and Vocational Goals of Rural Youth in North Carolina. Greensboro: North Carolina Agricultural Experiment Station, Technical Bulletin No. 163, November, 1964.

NORTH CAROLINA (1959-1961)

RESPONDENTS

No.: 281
Sex: M, F
Age: Grades 9, 10
Residence: R

Selection: Students selected from 48 nonmetropolitan schools which had FFA or FHA. Only youth residing with both parents were included.

OBJECTIVES: To investigate the association of level of living (LOL) and family size with the college and noncollege educational plans of rural youth and their parents' educational plans for them

RESULTS: LOL was positively related to the amount of schooling expected by the youth. A weak negative relationship was observed between family size and expected length of schooling. Generally, fathers agreed with their sons as to the amount of schooling anticipated; however, among the high LOL grouping greater proportions of mothers than fathers expected sons to graduate from college. Proportions of mothers and fathers expecting their daughters to graduate from college were considerably smaller than proportions of girls expecting to graduate. LOL was also positively related to the degree of parental encouragement to continue school and amount of financial assistance youth anticipated from parents. Among those not planning for college, the low LOL boys were more likely than the middle or high LOL boys to plan for vocational pre-job or on-the-job training. Also high and middle LOL youth were more often undecided about their noncollege plans than low LOL boys.

REMARKS: The finding that only a very few of the college planners were undecided about the college they planned to attend seems to indicate that expectations were elicited, although the instrument was not reported. In addition to the possible responses of "take training before working" and "apprenticeship or on-the-job training," such responses as "go to work immediately," "help father," and "military service" were also included in the instrument eliciting plans of the group not expecting to go to college. Therefore, it is likely that even larger proportions than reported were eventually planning some additional noncollege training.

C-14

Youmans, E. G.; S. E. Grigsby; and H. C. King. After High School What? Highlights of a Study of Career Plans of Negro and White Rural Youth in Three Florida Counties. Gainesville: University of Florida, Cooperative Extension Service, 1965.

FLORIDA: Hamilton, Madison, and Jefferson Counties (1962)

RESPONDENTS

No.: 411
Sex: M, F
Age: Grade 12
Race: W, N
Residence: R

Selection: Five all-Negro and six all-white high schools from three low-income rural counties.

OBJECTIVES: To explore the nature of the association of race and sex with educational expectations of rural youth and to compare expectations with college enrollment following graduation.

RESULTS: About one-half of both Negroes and whites expected to continue their education beyond high school and approximately equal proportions (40 percent) expected to go to college. A considerably greater proportion of Negro girls than Negro boys expected to go to college, while equal proportions of the white boys and girls expected to go to college. Proportionately twice as many Negroes as whites expected to work while studying, although small minorities were involved in both cases. Considerably greater proportions of the girls than boys expected to go to business or vocational school. Negro youth most often reported their mother as being the one individual who encouraged college participation, while among the white youth, mother and "friends" were mentioned equally.

Among all respondents, proportions that actually entered college in the fall equalled the proportions that had expected to do so.

REMARKS: The instrument asked, "what do you expect to do after you leave high school?" The fact that between 20-32 percent of the boys responded "enter armed forces" - some of which likely expected to also continue their education - may imply that even greater proportions of boys were expecting to continue their education than is indicated in the report.

Although socio-economic status did not constitute an independent variable, background data revealed that the Negro respondents generally represented households of lower family income, occupational status, and educational level than did the white respondents. This is noteworthy in light of the remarkably similar educational expectations of the Negro and white respondents.

PART D: RURAL-URBAN COMPARISONS

Six studies involving rural-urban comparisons (excluding farm-urban ones, which are located in Part A) are considered in this section. Four of these were made in Canada. Collectively these studies span a period of time from 1954 to 1964.

D-1

Boyle, R. P. "Community Influence on College Aspirations: An Empirical Evaluation of Explanatory Factors," Rural Sociology, 31 (September, 1966), pp. 277-292.

WESTERN CANADA (Spring, 1962)

RESPONDENTS

No.: 1,496
Sex: F
Age: Grades 11, 12
Residence: Farm, U (Town, City)

Selection: All girls in the junior (college qualifying) class of 70 high schools.

OBJECTIVES: To explore the relationship of present and past place of residence with college "aspirations," while controlling for "socio-educational" status (SES) and high school status.

RESULTS: Although findings indicated that girls residing in cities (over 100,000 pop.) were more likely to have college "aspirations" than all other respondents, when SES and high school status were controlled, significant differences by size of place were not observed. Almost all city residents attended high-status schools. SES demonstrated a strong positive association with college "aspirations" regardless of high school status and size of community of residence. Among the two lower "socio-educational" classes, college "aspirations" were weakly associated with past place of residence (the type of community in which the respondent had spent a majority of her life.)

REMARKS: Although the author refers to "aspirations," the instrument used asked respondents what they are "going to do after you leave high school, apart from temporary activities during the summer," which is clearly an indicator of expectations. Place of residence was determined on the basis of location of school attended, except for the farm group. The four categories used were: city (over 100,000); town (4,000-99,999); village (less than 4,000); and farm. "Socio-educational status" (SES) was based on the occupational and educational status of respondent's father. School status was a measure of proportions of students classified in the top two of the four SES categories.

The inclusion of past residence in the analysis is unique, offering a useful means of exploring the influence of residence mobility on educational orientations.

D-2

Drabick, L. W. Marriage Plan and Migration Intent: Factors Associated With Expectations. Raleigh: North Carolina State University, Departments of Agricultural Education and Rural Sociology, Educational Research Series, No. 5, 1965. (Mimeographed.)

NORTH CAROLINA (Date not given)

RESPONDENTS

No.: 1,068
Sex: M, F
Age: Grade 12
Race: N, W
Residence: R, U

Selection: All seniors present on the day of interview in 23 schools chosen to represent the average (by size) of all schools in each of the nonmetropolitan economic areas of the state.

OBJECTIVES: To test the hypothesis that the longer youth plan to delay marriage following high school graduation, the more likely they are to expect to attend college and to explore the relationship of educational expectations to socio-economic status (SES), intelligence, residence, race, and sex.

RESULTS: The hypothesis that college expectations are positively related to length of time planned before marriage was supported. Among the respondents who planned to get married within three years, only 11 percent expected to go to college in contrast with 43 percent of the group that planned to delay their marriage six years or more. The relationship remained constant with SES, intelligence, residence, race, and sex controlled.

College expectations were positively related to SES and intelligence. Larger proportions of the town and village respondents expected to attend college than open-country youth. Negro boys and girls expected to go to college more frequently than their white counterparts.

REMARKS: The instrument used to elicit responses was stated as "a test of intent ... to continue his education at a four-year college or university." Only those able to name a specific college or university were considered to have college expectations. Therefore, although the author used interchangeably "expectation" and "aspiration," it appears that expectations were elicited. SES was based on North-Hatt scores of father's job: scores of 70 or above were classified "high," below 70 "low."

The fact that considerably more Negroes than whites had college expectations is surprising in that most past studies have shown the reverse to be true.

D-3

Forcese, D. P. and L. B. Siemens. *School-Related Factors and the Aspiration Levels of Manitoba Senior High School Students*. Winnipeg, Canada: University of Manitoba, Faculty of Agriculture and Home Economics, No. 3, September, 1965.

CANADA: Manitoba (Spring, 1964)

RESPONDENTS

No.: 1,844
Sex: M, F
Age: Grades 11, 12
Residence: R, U (Suburban)

Selection: Twenty-eight schools selected to provide a broad range of representation socio-economically. Not considered a representative sample.

OBJECTIVES: To explore the association of place of residence, self-determined estimate of leadership ability, and school-related variables with level of educational aspirations while controlling for socio-economic status (SES).

RESULTS: Among the low SES respondents, two-thirds of the urban as compared to one-third of the rural youth aspired to university-level education. Proportions aspiring to other and no post-high school training were higher among the rural than urban respondents. Similar residence relationships were established among the high SES respondents.

Other variables establishing strong positive relationships with level of aspiration were: IQ level, examination scores, and self-rating of leadership ability. Also, extent of extracurricular participation, number of schools attended, and teacher encouragement were related to level of aspiration in a positive manner.

REMARKS: Of all the independent variables considered, the authors seem to believe that ninth grade examination scores represented the one most strongly related to educational aspirations. Although the instrument was not reported, it appears that aspirations were elicited, based on the authors' statement that aspiration level was a measure of "desired further education." Four levels of aspiration were employed: high (university), medium high (teachers' or nurses' training), medium (technical school or business college), and low (no post-high school training). SES was based on the Sewell Scale. Although not treated in the analysis, SES was also positively related to level of educational aspiration for both residence types.

D-4

Hodgkins, B. J. and A. Parr. "Educational and Occupational Aspirations Among Rural and Urban Male Adolescents in Alberta," Alberta Journal of Educational Research, 11 (December, 1965), pp. 255-262.

CANADA: Southern Alberta (Spring, 1965)

RESPONDENTS

No.: 184 Sex: M Age: Grades 10, 11, 12 Residence: R, U	Selection: All male students from one urban and one rural high school. Fourteen percent were eliminated due to inadequate questionnaire response.

OBJECTIVES: To investigate the association of SES (father's occupation) and residence with level of educational aspiration of youth.

RESULTS: SES was positively related to level of educational aspiration, regardless of place of residence. Residence type was not significantly related to level of aspiration, although urban residents did tend to have slightly higher aspiration scores than did rural residents.

REMARKS: Based on the authors' statement that the instrument was designed to determine the "extent and type of future education desired by the subject," educational aspirations were probably elicited. At the same time, how the responses were treated to arrive at an educational aspiration score is not clear. The NORC Scale was used to classify the respondents by SES. The small number of respondents included in the study coupled with the fact that they were drawn from only two schools severely limits the ability to generalize from the findings. This is particularly important in evaluating the rather unusual observation regarding a lack of significant rural-urban differences in educational aspiration scores. The fact that the urban respondents were chosen from a working-class area might explain this finding.

D-5

Middleton, R. and C. M. Grigg. "Rural-Urban Differences in Aspirations," *Rural Sociology*, 24 (December, 1959), pp. 347-354.

FLORIDA (1954-1955)

RESPONDENTS

No.: 2,183
Sex: M, F
Age: Grade 12
Race: W, N
Residence: R, U

Selection: Approximately 20 percent of a statewide sample of public high school seniors in Florida; stratified by geographic region and size of high school.

OBJECTIVES: To test Lipset's hypothesis that urban youth have higher educational aspirations than rural youth, and to explore differences in educational aspirations in relation to sex, race, and intelligence.

RESULTS: Lipset's hypothesis received only partial support. Among the whites, but not the Negroes, urban residents had higher educational "aspirations" than did rural residents. This relationship held true with intelligence controlled. Although a significantly greater proportion of white urban youth (over half) than white rural youth (about one-third) planned to attend college, proportions of Negroes who planned to attend college did not vary significantly by residence or sex. While rural Negroes planned to attend college in slightly greater proportions than rural whites, considerably larger proportions of the white urban males than Negro urban males planned to attend college. About half of both white and Negro urban girls planned to attend college.

REMARKS: The authors did not state the instrument used to elicit educational "aspirations" of youth. They did state that "the subjects were divided into those who planned to attend college the following year and those who did not plan to attend," which appears to indicate that plans rather than aspirations were elicited. Therefore, this study apparently did not represent a true test of Lipset's hypothesis, which is concerned with a rural-urban comparison of *aspirations*. The ACE psychological test was used to categorize students into either "low," "middle," or "high" intelligence groups.

The authors suggest that the lack of rural-urban differences in "aspirations" among Negroes may be due to the fact that many of the Negroes with low "aspirations" dropped out of school before the twelfth grade.

D-6

Siemens, L. B. *The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School Boys and Girls*. Winnipeg, Canada: University of Manitoba, Faculty of Agriculture and Home Economics, June, 1965.

CANADA: Manitoba (1964)

RESPONDENTS

No.: 1,844
Sex: M, F
Age: Grades 11, 12
Residence: R, U

Selection: Eighty-eight percent of the students from 28 schools in two rural sample areas and two large suburban high schools in metropolitan Winnipeg.

OBJECTIVES: To examine the relationship between university aspirations and selected family variables (including size of community of residence) with sex, socio-economic status (SES) and intelligence controlled.

RESULTS: University aspirations were generally positively related to size of community of residence, although slight inconsistencies were observed among the boys. Aspirations were strongly related to measures of SES (father's occupational status and level of parents' educational attainment) in a positive manner. Also, students whose parents had provided strong encouragement to continue their education were more likely to aspire to attend a university than students whose parents had given little or no encouragement. Only among the boys did aspirations differ significantly by religious affiliation. Anglican, Lutheran, and United Church boys were more likely than Catholic and Greek Orthodox boys to aspire to a university education. Neither broken home-normal home distinctions nor ethnic background of the respondents were significantly related to aspirations.

When either SES or intelligence was controlled, all significant relationships previously established were eliminated.

REMARKS: The respondents were asked to indicate their plans if they were "free to choose"; therefore, aspirations were probably elicited. Only those aspiring to the university level were included in the analysis.

Of particular significance were the results obtained with SES and intelligence controlled, which appear to indicate that a majority of variance in aspirations is explainable on the basis of these two variables. Also, intelligence appears to be more strongly related to aspirations than SES. Intelligence was based on IQ scores obtained on the "Quick Scoring Group Test of Learning Capacity-Advanced-Grade X to Adult." SES was based on a revision of the Sewell Scale.

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